

CRAIGAVON SENIOR HIGH SCHOOL



PHYSICAL EDUCATION DEPARTMENT POLICY

2017-18

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1. TEACHING STAFF LIST

Below is a list of teachers contributing to the Physical Education department:

Female Staff

Mrs Karen Caldwell (Subject Leader)

Miss Jill Cornett

Mrs Elaine Walker

Male Staff

Mr Neil Alderdice

Mr Damien Campbell

Mr Owen Magee

Mr Michael Nevin

2. STRUCTURE OF THE SUBJECT AREA

PE is delivered in two ways:

1. As a core subject from the Northern Ireland Curriculum
2. As an examinable subject – CCEA GCSE or BTec Sport level 2

TIME

- For curriculum PE classes receive varying levels of time commitment due to timetabling issues. These times range from 80 minutes per week to 120 minutes per week depending on class arrangements.

- For GCSE PE/BTec Sport students receive 4 forty minute periods a week which the individual teacher divides into theory and practical depending on the balance each individual class requires. This is usually 2 periods of practical and 2 periods of theory a week.

SPORTS COVERED

The main team games covered are the following:

- Hockey (boys and girls)
- Netball (girls)
- Volleyball (boys and girls)
- Rugby (boys)
- Soccer (boys and girls)

Other sports covered include:

- Tennis (boys and girls)
- Athletics (boys and girls)
- Rounders (girls)
- Softball (boys)
- HRPE (boys and girls)
- Dance (girls)
- Badminton (boys and girls)
- Basketball (boys)

3. CURRICULUM PHYSICAL EDUCATION

i. Aims and Objectives

Aims

1. To seek where possible to deliver the general aims of the school.
2. To promote the physical, social and emotional development of the pupils through directed physical activities.
3. To increase the pupil's knowledge, understanding and performance of physical activities.
4. To promote the value of physical exercise as part of healthy living.
5. To increase the pupil's awareness of the reasons for participation in physical activity and to increase the opportunities for participation in physical activity.
6. To promote career opportunities through physical education and leisure education.

Objectives

1. To encourage and develop skill in a variety of sporting and creative areas.
2. To provide the growth and development of each child according to his/her ability. This growth should include general fitness, strength, flexibility and cognitive development. Activities should be taught in such a manner that allows pupils to develop their individual potential.
3. To arouse in pupils a desire to continue active participation in physical activities on leaving school. Activities should be enjoyable and challenging to allow pupils to achieve success and encourage self-motivation. They should be offered through a variety of forms of activity, i.e. informal, creative and competitive activity.
4. To develop an awareness of others, co-operation with others and self-determination. There should be opportunity to work in pairs and groups and to be leaders, followers and equals. Pupils should be encouraged to give their best efforts and develop desirable standards of behaviour and conduct.
5. Pupils should be aware of career opportunities relating to physical education, sport and the leisure industry.

ii. Organisation of practical lessons

At the beginning of each year:

1. Ensure pupils are aware of the procedures for the arrival at the lesson, registration and changing.
 - (a) line up outside changing rooms in a straight line
 - (b) change quickly and quietly during registration without interference with other students.
2. Explain to pupils the rules of appropriate and safe use of the sports hall, gymnasium, fitness suite, playing fields and equipment. Students should not use any equipment unless a member of staff is present.
3. Ensure students know about any hazards when using facilities.
4. Ensure students are aware of arrangements for changing and showering. (Students must change quickly and are encouraged to shower after practical activities).
5. Ensure pupils are aware of procedures when unable to participate in practical.
 - a note from a parent/guardian must be provided on the day in question.
 - A medical note must be provided for persistent injury/illness (persistent means 3 or more weeks).
6. Ensure pupils are aware of emergency evacuation procedures.
7. Ensure students are aware of the need to report any accidents.
8. Teachers must ensure they have read and taken account of information concerning pupils' physical disabilities or medical conditions which may affect their safety and participation in PE lessons. Teachers are asked to sign to confirm they have had access to students medical records.
9. Ensure pupils are aware of departmental rules when taking part in practical activities (see appendix 1).

10. Carry out a risk assessment of all activities to be undertaken (see appendices 2-10).

Before each lesson

1. Make yourself familiar with departmental risk assessment for that activity and follow any actions required.
2. Carry out playing surface risk assessment and check that the equipment for each lesson is in working order – any problems should be reported to head of PE.
3. Meet the class in corridor and only allow pupils into changing rooms when a member of staff is present.
4. Pupils should be supervised in changing rooms at all times.
5. Ensure that pupils have suitable clothing (preferably school PE kit).
6. Ensure playing surfaces or areas are safe.
7. Ensure pupils remove all jewellery.
8. A register should be taken noting participants and non-participants.
9. Non-participants should produce a note from a parent/guardian to be excused and this should be filed away.
10. Non-participants should be issued with written work related to the topic of activity.
11. Persistent non-participants without relevant excuses will be placed in after school detention.
12. Changing room doors should be locked. If doors cannot be locked valuables should be collected and stored in a safe place.
13. Ensure students have all necessary belongings with them that they may need during activity, e.g. asthma inhalers.

During the Lesson

1. At the beginning of each lesson clear learning outcomes should be stated.
2. All lessons should start with an appropriate and related warm up and finish with a cool down.
3. Stand in a position, which is obvious to pupils and from which the class can be controlled.
4. Activity groups should be organised to support the learning of all students.
5. In the case of an accident pupils should stop using all equipment, stop what they are doing and sit down until they are told what to do.
6. If any student needs to access the changing rooms during a lesson they should only do so with staff permission.
7. Pupils who are injured or ill should not leave the lesson alone. They should be accompanied by either a member of staff or another pupil.

After the lesson

1. Ensure all equipment and apparatus is stored neatly and safely.
2. Ensure pupils return to the changing room in an orderly manner and under the supervision of the teacher.
3. Supervise the changing area and the dismissal of the class.
4. Pupils should be given approximately 10 mins to shower and change.
5. Evaluate the lesson and prepare for future work.
6. Report any injuries or incidents.

iii. Numeracy, Literacy, I.C.T. and S.E.N.

• Numeracy

Numeracy should be integrated into all lessons when students count how long they hold stretches for and keep scores in games. Within individual sports each lesson should throw up different opportunities to develop numeracy. Some examples include:

- learning the fraction $1/3$ in Netball when explaining how the court is divided up
- Counting pulse rate in 30secs and using mental maths to discover pulse rate in 1 minute.
- Measuring distance and heights in Athletics
- Plotting a graph to discover effect exercise has on the heart rate.
- All opportunities to include numeracy are noted in schemes of work.

• Literacy

Each individual sport has its own language and pupils should be introduced to new terminology gradually throughout each scheme of work. Question and answer sessions should be used at the beginning and end of each lesson to ensure pupils understand the new language they have learned. When possible in the practical setting new words should be displayed as a reminder to pupils. Literacy opportunities are noted in schemes of work.

• ICT

ICT should be used when it is felt it can be of benefit to students. The main way ICT should be used is in analysis of performance. Pupils often find it useful to watch their performance on video to discover ways in which they could improve performance. This is particularly useful in complex skills in Athletics and Dance. Areas in which ICT can be used is noted in schemes.

- **SEN**

Craigavon Senior High School will endeavour to make reasonable adjustments to meet the needs of all students regardless of ability level within a sporting environment. The department members will speak to individual students who are physically challenged to try to develop a programme of activities that will best suit their needs. Whole class activities will be modified to suit individual needs when staff numbers allow it. When grouping students, staff should take into consideration pupil ability levels so that pupils are working with others of a similar standard while still being challenged. When a student has a physical/medical condition with which staff are not familiar they must seek help from outside agencies to ensure the best opportunities are available for the student within a PE environment. Classroom assistants may be used to work on a one to one activity with at student with SEN but they must never be used to supervise groups of students. Teachers should always take into consideration an individual pupil's IEP and make reasonable adjustment for this pupil. Teaching methods and resources should be adapted accordingly. Any teacher who feels they need help in this area should request help from either the subject leader or SENCO.

iv. Non participants

- PE is a compulsory subject and pupils are legally required to take part unless a medical reason prevents them.
- Medical excuses for long-term illness or injury should be supported by a doctor's certificate.
- In the case of short-term illness or injury, pupils must have a written note of explanation from a parent or guardian.
- Non-participants will be given a written activity related to the subject area.
- Students with long term medical conditions causing them to be excused from PE will be allowed to continue with personal studies, and when supervision allows, this can take place in another classroom.

The following procedures should be followed:

- The first time a student forgets their kit in the month they receive a verbal warning.
- The second time they forget their kit in a month students receive an after school detention.
- Students receive a clean slate at the start of each month.
- Persistent non-participants receive a letter home informing parents and requesting their support.

v. Use of Edenvilla

The school is very fortunate to have unlimited use of Edenvilla hockey pitch during curriculum hours and at certain times for extra curricular activities. This fantastic facility must be maintained and respected by all users to ensure its durability. The policy for the safe use of Edenvilla and the procedures which must be followed when using this pitch at all times can be found in appendix 11.

It should be noted that students should be supervised on Edenvilla at all times. Equipment should only be moved under direct supervision of teachers. **Only** teachers should move the 5-a-side football nets and the weights that secure them. These weights should be placed gently on the carpet.

vi. Use of Off Site Facilities

- When using off-site facilities staff must ensure written consent from parents is received at the start of year 11. This should confirm that pupils are allowed to travel to the off site facility, use the facilities, play in away school sports fixtures, travel in the school minibus and in other forms of transport ordered by the school.
- Staff must accompany students at the facilities.
- A risk assessment must be carried out before the group is taken.
- All appropriate trip arrangement forms must be completed including any which may need sent to the education board for approval. Any

forms to be sent to the board must be completed at least six weeks before the date of the trip.

- During the use of off site facilities (including school pitches) staff should carry a mobile telephone in case of emergency. The school office staff must have this contact number.
- Before leaving the school building the office must be informed of the number of students who are being taken off campus and any students who are remaining in school. The room location of these students and who is responsible for supervising them should also be noted.

4. G.C.S.E. PHYSICAL EDUCATION/ BTEC SPORT

i. Aims

These courses should give students the opportunity to:

- develop and apply their knowledge, skills and understanding of physical education through selected physical activities;
- develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship;
- understand the role of rules and conventions in selected activities;
- promote their understanding of the health benefits and risks associated with taking part in physical activity;
- develop the skills necessary to analyse and improve performance;
- support their personal and social development through adopting different roles in selected activities when working with others.

ii. Assessment

Assessment is carried out in both theory and practical units.

Practical

- GCSE students are given a mark out of 50 for 3 practical activities completed. This mark is based on strategic and tactical principals, range of skills, fitness demands, attitudes and rules/health and safety. Students must also complete a sports analysis in one of their chosen sports. Again this is marked out of 50. These four marks combined make up 50% of their final G.C.S.E. grade.
- BTEc students will be given a mark for 2 practical activities. Students must be videoed completing the skills and performance in a game of their chosen 2 activities.

Theory

- GCSE students will complete 9 units of theory work. At the end of each unit students will complete an end of unit test. Students also complete an end of year exam in year 11 and a number of mock exams in year 12. The final external GCSE exams make up 50% of the GCSE grade.
- BTec students will complete regular assignments based on the 4 units they study. They will also complete one external exam.
- All students will also complete one homework a week in line with the school homework policy.

iii. Marking and Feedback

Rationale

All teachers have a responsibility to mark the work done by their pupils. A teacher's marking accords status to the work of a pupil and pupils should feel that their work is important and has a purpose. Some assessment is formative. It is specifically intended to assist students to identify weakness in their understanding, so that they may improve their understanding and enhance their learning. Other assessment is summative; its objective is to pass judgement on the quality of a student's learning, generally in terms of assigned marks and grades.

Feedback

The PE department always strive towards providing as constructive and detailed feedback to our students as our time and ability permit, both when answering course related questions and when marking pieces of work. In order to get the most out of the PE course, we encourage our students to ask about anything they do not understand. We always try to answer students' questions in a pedagogic manner and to the best of our knowledge and ability.

- *Oral*

Feedback can be given orally. When a student has been asked a question or requests help sometimes oral feedback can be most beneficial. Oral feedback should be positive and encouraging. It should directly relate to the issue in question and should be as succinct as possible. On occasions it may be best to say nothing and just listen to the student's response. Questioning students should sometimes be used to discover their level of understanding.

- *Written*

Unfortunately, we do not have infinite time for marking assignments and therefore cannot give detailed feedback on every exercise completed. Consequently, we prioritise feedback to those cases where the feedback would help most.

It has been agreed that detailed feedback will be provided for end of unit tests in year 11 and 12 for new specification and for the controlled

assessment aspect of the course in year 12 (for old specification). Detailed analysis of pupil performance should be provided along with a final mark in the end of unit tests. In addition a mark scheme should be provided for each student for the end of unit tests and student help notes provided for the controlled assessment. Written comments should as far as possible, give positive feedback to students. Work that is good should be praised. When work is imperfect the pupils should be told how this could be improved. Spelling, punctuation and grammar should be corrected. The only exception is when it is felt that too much correction would have a demotivating effect. All correction should be done in **green** pen.

Correction code:

// = take a new paragraph

○ = incorrect spelling

? = don't quite understand what you mean

During activity pieces, teachers should:

- Share the assessment criteria with the pupils in advance of the task
- Encourage the active involvement of pupils in their own learning
- Develop pupils' capacity for self assessment and target setting
- Provide pupils with constructive and detailed feedback identifying strengths and weaknesses
- Offer guidelines for improvement

iv. Homeworks, tests and exams

The department has agreed that each pupil should try to complete 1 homework per week and 1 test per unit for GCSE. The marks provided for these are as follows:

PERCENTAGE	GRADE
>88%	A*
80-88%	A
72-80%	B
65-72%	C
54-65%	D
43-54%	E
<43%	U

A* - D is deemed as acceptable

- E – U in a test results in re-sitting the test.
- E – U in a homework or failure to complete results in completion for the next day and one side of A4 on related topic. If a pupil still fails to complete at this stage they should be placed in PE detention on a Monday after school. Failure still should result in referral to the year head.
- Homework should be returned with grade and percentages.
- For Btec – students should complete one homework per week. This will be graded in percentage. For assignments students will be awarded pass, merit or distinction.

v. Standardisation

- Standardisation meetings will take place periodically throughout the year.
- Standardisation will take place in the following areas:
 - Practical activities
 - sports analysis
 - Marking of homeworks

Staff will be expected to provide samples of pupils work falling in the top, middle and bottom categories of their class or any other candidate requested by the subject leader.

vi. Recording of Marks / Tracking

- Staff are required to keep a record of marks for homework, test results and practical activities.
- These marks should be recorded in teacher planners.
- Staff are requested to provide the subject leader with a percentage for each student for an agreed homework and end of unit test for each unit. Current grades and target grades must also be provided for each report completed. This information should be completed in a folder provided in private one to allow the subject leader to track progress.

vii. Controlled Assessment (for current year 12 only)

- Controlled assessment should be completed under a medium level of supervision.
- A proforma for students to complete is available on shared resources.
- Controlled assessment must be stored in a locked cupboard during and after completion.
- Regular meetings will be held to ensure standardisation of marking.

BTEC SPORT FIRST CERTIFICATE

- Please see appendix 2 for policies on BTEC sport.

viii. Numeracy, Literacy, I.C.T and S.E.N.

NUMERACY

Numeracy is integrated into lessons wherever possible. Examples of how numeracy should be used are:

- Mental maths to work out heart rate in one minute when measured over 30 seconds
- Working out percentages to discover if the heart rate is within the appropriate training zone

- Measuring distances and heights in athletics.

Numeracy tasks within individual units are highlighted in schemes of work.

LITERACY

The PE department has a variety of strategies to develop literacy within its subject. The following is only a sample of how literacy should be used:

- Use non-fiction text books to read and then answer questions.
- Use word searches, crosswords and spelling tests to improve spelling.
- Place command words and meanings on a display board. Command words in practice questions should be highlighted.
- Use pair work in the classroom
- Use oral presentations to develop presentation skills.

Literacy tasks within in each individual unit are highlighted within schemes of work.

ICT

ICT should be used when it is believed it will be beneficial to students.

Examples of how ICT should be within GCSE PE are:

- Using the interactive whiteboard to enhance learning.
- Using video analysis to analyse and improve performance.
- Using the internet for research and to complete online quizzes to reinforce learning.

ICT tasks within in each individual unit are highlighted within schemes of work.

SEN

In GCSE PE there is only one tier of entry so pupils are given the same teaching material so everyone is given an equal opportunity to achieve the best grade possible. However, we recognise that not everyone can complete the same work to the same standard so as a department we should try to challenge all students at their own level of ability e.g. lower ability tasks are set for weaker candidates and extended writing for more advanced pupils. Teachers should always take into consideration an individual pupil's IEP

and make reasonable adjustment for this pupil. Teaching methods and resources should be adapted accordingly. Any teacher who feels they need help in this area should request help from either the subject leader or SENCO.

5. DEPARTMENTAL POLICIES

i. Teaching methods

Staff should use a variety of teaching strategies depending on the activity being covered on a particular day. On many occasions the command style may be needed due to the health and safety risks that are involved in many of the practical activities. Staff should, when possible encourage individual thinking and set tasks that will allow students to discover a variety of outcomes are possible depending on the action taken. Staff should encourage peer teaching and assessment to develop a deeper understanding of each sport. All students should be encouraged to perform different roles within the classroom environment, for example, teacher; referee and player. All learning styles must be catered for. Demonstrations should be given for visual learners, instructions given for auditory learners and practice time given to accommodate kinaesthetic learners.

ii. Health and Safety

a. Student Medical Records

The office staff will provide teachers with a list of student medical records. It is the responsibility of each individual class teacher to familiarise themselves with this list and discover how it might impact their lessons. This is often best done by speaking with the student concerned, however, this must be performed sensitively. Students must be reminded that they must inform the school of any changes in their medical condition. Staff must also sign a declaration to confirm they have accessed student medical records.

b. Risk Assessments

The department handbook provides general risk assessments for most situations in physical education. Each individual teacher is responsible

for familiarising themselves with each risk assessment provided in appendices 2 – 10 to highlight potential hazards. Teachers must also carry out a risk assessment of playing surfaces/areas and equipment to be used before every lesson or match.

c. First Aid Provision

- **Provision**
 - first aid box in male and female offices
 - male and female travelling first aid kits

- **Department First Aiders**
 - Mr. D. Campbell
 - Miss. J. Cornett
 - Mrs. K. Caldwell
 - Mr. N. Aldrdice

d. Dealing with Accidents

- Minor injuries if possible should be dealt with by first aid trained PE staff. If this is not possible and it is going to affect the class then a reliable adult or pupil should bring the injured party to the general office to seek first aid treatment.

- In a more serious accident where a pupil requires hospital treatment the office staff will contact parents/guardians to request they collect the student and bring them to hospital. If this is not possible a member of staff will transport the student to hospital so the parent/guardian can meet them there.

- In the case of a very serious accident or illness an ambulance should be called. Parents/guardians should be contacted and requested to meet the student at hospital. A member of staff should accompany the student to hospital until a family member arrives.

e. Head injury / concussion policy

If a student receives a bang/blow to the head during any lesson, school practice or school match they must be assessed immediately. **All** bangs to the head must be **reported to parents/guardians**, even if concussion is not suspected. If concussion is suspected – the player **MUST** be removed from the activity immediately, they must not be left alone and they must be medically assessed.

Concussion

Teachers should be familiar with the visible clues of a suspected concussion. **If a player has ANY ONE of the visible clues they MUST be immediately removed from activity and MUST NOT return until they have completed the graduated return to play (GRTP) protocol.**

The physical clues are:

- Lying motionless on ground
- Slow to get up
- Unsteady on feet
- Balance problems or falling over
- Grabbing/Clutching head
- Dazed, blank or vacant look
- Confused/Not aware of plays or events
- Suspected or confirmed loss of consciousness
- Loss of responsiveness

The GRTP protocol states that players should avoid activities that require attention or concentration until symptoms have been absent for a minimum of 24 hours. Post concussion students should have a minimum of 14 days complete rest and 8 days of training without contact. A minimum timeout of 23 days should be observed.

The signs and symptoms of concussion are:

- Loss of consciousness
- Seizure or convulsion
- Balance problems
- Nausea (feeling sick) or vomiting
- Drowsiness
- Player is more emotional
- Irritability
- Sadness
- Fatigue or low energy
- Player is more nervous or anxious
- Confusion
- “Don’t feel right”
- Headache
- Dizziness
- Feeling slowed down
- “Pressure in head”
- Blurred vision
- Sensitivity to light
- Amnesia
- Feeling like “in a fog”

The signs and symptoms of concussion usually start at the time but can be delayed for up to 24-48 hours later.

All first aid kits and staff offices have a copy of the pocket concussion recognition tool for staff to consult. Always try to recognise and remove anyone you suspect to have concussion. If any teacher would like any further information an excellent resource is the IRFU website.

f. Recording of Accidents

- All accidents should be reported to the PE Teacher and recorded in the PE office accident book (this can be found in the female staff PE office).
- More serious accidents require an official SELB accident report form to be completed. These forms are available from the general office.
- All accidents should be reported to the subject leader.

g. Fire Procedures

If the alarm sounds students should stop all activity immediately. The teacher should evacuate all pupils by the nearest signed emergency exit and escort them to the assembly point on the tarmac at the front of the school building.

h. Use of protective equipment

At the start of year 11 all students will receive a letter explaining the importance of wearing protective equipment during sporting activities. Pupils should be reminded at the start of every lesson, practice and match of the importance of wearing protective equipment, e.g. gum shields and shin guards. All team sheets should also list protective equipment as part of team kit required. During hockey practices and matches students should be encouraged to wear face masks during short corner defence. Goal keepers in hockey should be shown how to put on all protective equipment at the start of each season. Following this it is the goalkeepers responsibility to ensure all protective equipment is present and put on before taking to the field of play.

iii. Dress Code

All teachers should come dressed appropriately for teaching PE. Dress should be neat and tidy. Teachers should avoid wearing football shirts and tops that promote alcohol or cigarettes.

iv. Extra curricular activities

The school has a large extra curricular activity programme and strongly encourages students to be a part of it. These activities are primarily run by staff within the PE department but are supported by members of staff who have a particular interest in a sport and have coaching qualifications. Members of staff should ensure there is a register of attendance taken during extra curricular activities. If members of staff use coaches from outside the school setting they are required to supervise these coaching sessions or to provide evidence of access NI checks. Please ensure at the end of an extra curricular activity that staff check the changing rooms are clear before exiting the building.

The following are activities which are offered:

Boys Hockey

Girls Hockey

Boys Rugby

Girls Netball

Boys Football

Girls Football

Boys and Girls Volleyball

Boys and Girls Tennis

Boys and Girls Athletics

Boys and Girls Cross fit

Boys and Girls Tug of War

v. Attending sports trials

Staff who have to attend trials with pupils for area, provincial or national teams will do so under the following conditions:

1. If the sports body request staff to attend for safety reasons.
2. If staff are members of the school sports body selection panel and have approval of the Principal to be part of the selection panel.

If a member of staff has insurance to use their own car for business use and prefer to transport the student in their own car to the trial they must have written consent from the students' parents to do so.

If you are unable to attend and no other free member of staff from the school can be found to take the pupil to the sports trial, then a member of staff from another school may be approached to take the pupil with written approval of the pupil's parents.

If a member of staff from another school cannot be found to take the pupil the pupil's parents will be approached in writing to take the pupil to the trial.

vi. Staff absence and cover

- If a member of staff is absent from school the Subject leader should be informed so that adequate work can be set for students.
- Any member of staff who is aware that they will be absent from school during a particular time period should do their best to leave appropriate work for classes with either a senior teacher or the subject leader.
- A copy of a student/cover teacher policy should be left with the senior teacher to be presented to the cover teacher on their days of work.
- A copy of schemes of work should be kept in both the male and female offices so substitute teachers can continue with the order of lessons.

- If an appropriate qualified substitute teacher cannot be found then classes should be taken to a classroom to complete sport related worksheets.

vii. Meetings

Meetings for the PE department will take place approximately once a month. Staff will be informed of the date, time and venue of meetings via email. Following the meeting minutes will be written and sent by email to each member of the department and the principal.

viii. House competitions

The school has a house system in which the PE staff runs sporting activities throughout the year. The system has three houses based on the Mourne Mountains.

Binnian – Blue

Commedagh – Yellow

Donard – Red

Each house has at least one male and female captain appointed on each campus. These captains are responsible for ensuring that their house has a team entered into each competition.

ix. Facilities

PORTADOWN

Sports Hall, gymnasium, fitness suite, 2 classrooms, 2 grass football pitches, 1 grass rugby pitch, 1 astro turf hockey pitch, 1 all weather hockey pitch/athletics track, 3 tennis courts

LURGAN

Access to : Sports hall, fitness suite and regular use of facilities at Lurgan Junior High School and Lurgan Rugby Club.

APPENDIX 1

P.E. RULES

1. Please arrive on time to class.
2. Line up outside the changing room door on the left hand side of the corridor.
3. Always bring proper P.E. kit.
4. Get changed quickly and quietly.
5. Move between changing rooms and gym/pitches in an orderly fashion.
6. Remove all jewellery.
7. Tie all long hair back.
8. Tie all shoe laces tightly.
9. Remove all chewing gum.
10. Only use equipment when instructed to do so.
11. Always give of your best and respect others.
12. Under **NO** circumstances should you have a mobile phone turned on in the changing rooms.

APPENDIX 3**ACTIVITY: RUGBY****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, Glass on pitches	Cuts, injury, illness	Medium	<ul style="list-style-type: none">• Carry out pitch inspection before all sessions and matches and clean if anything is found
Dog faeces on pitches	Infection if comes in contact with open wounds or eyes	Medium	<ul style="list-style-type: none">• Carry out pitch inspection before all sessions and matches and clean if anything is found
Collision with posts	Injury to head, bruises or broken bones	Medium	<ul style="list-style-type: none">• Ensure post protectors are fitted• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.
Injury in contact with other player	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• Carry first aid kit• Ensure if staff are not first aid trained they know how to contact the nearest

			<p>trained first aid member of staff.</p> <ul style="list-style-type: none"> • Staff should know and understand the head injury/concussion policy • If head injury – ensure staff consult the pocket recognition tool in the first aid kit. • Request students wear the appropriate protective gear e.g. gum shields • In event of injury – accident procedures should be followed.
Player Breaking the rules	Injury to another player or themselves	medium	<ul style="list-style-type: none"> • Ensure during class time a qualified member of PE staff is present. Ensure during matches a qualified referee manages the game. • Ensure players know the rules.
Travel to matches	Accident and injury	low	<ul style="list-style-type: none"> • Ensure if in minibus driver is insured and allows adequate travel time. If using a hire bus use a reputable bus company.

APPENDIX 4**ACTIVITY: FOOTBALL****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, Glass on pitches	Cuts, injury, illness	Medium	<ul style="list-style-type: none">• Carry out pitch inspection before all sessions and matches and clean if anything is found
Dog faeces on pitches	Infection if comes in contact with open wounds or eyes	Medium	<ul style="list-style-type: none">• Carry out pitch inspection before all sessions and matches and clean if anything is found
Collision with posts	Injury to head, bruises or broken bones	Medium	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.
Injury in contact with other player	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.

			<ul style="list-style-type: none"> • Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff. • Staff should know and understand the head injury/concussion policy • If head injury – ensure staff consult the pocket recognition tool in the first aid kit. • Request students wear the appropriate protective gear e.g. shin guards • In event of injury – accident procedures should be followed.
Player Breaking the rules	Injury to another player or themselves	medium	<ul style="list-style-type: none"> • Ensure during class time a qualified member of PE staff is present. Ensure during matches a qualified referee manages the game. • Ensure players know the rules
Travel to matches	Accident and injury	low	<ul style="list-style-type: none"> • Ensure if in minibus driver is insured and allows adequate travel time. If using a hire bus use a reputable bus company.

APPENDIX 5**ACTIVITY: HOCKEY****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, Glass on pitches	Cuts, injury, illness	Medium	<ul style="list-style-type: none">• Carry out pitch inspection before all sessions and matches and clean if anything is found
Collision with posts	Injury to head, bruises or broken bones	Medium	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.
Injury in contact with another player, stick or ball	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the

			<p>head injury/concussion policy</p> <ul style="list-style-type: none"> • If head injury – ensure staff consult the pocket recognition tool in the first aid kit. • Request students wear the appropriate protective gear e.g. shin guards, gum shields, face masks during short corners. • Staff to provide non personal protective equipment for goalkeepers. • In event of injury – accident procedures should be followed.
Player Breaking the rules	Injury to another player or themselves	medium	<ul style="list-style-type: none"> • Ensure during class time a qualified member of PE staff is present. Ensure during matches a qualified umpire or trained PE teacher manages the game. • Ensure players know the rules.
Travel to matches	Accident and injury	low	<ul style="list-style-type: none"> • Ensure if in minibus driver is insured and allows adequate travel time. If using a hire bus use a reputable bus company.

APPENDIX 6**ACTIVITY: USING SPORTS HALL****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

(Netball, Volleyball, Indoor football, Badminton, aerobics, circuits, crossfit)

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, water, dust on surface	Slip, fall, injury	low	<ul style="list-style-type: none">• Carry out inspection of surface before all sessions and matches and clean if anything is found
Collision with posts or other equipment being used e.g. ball, racket	Injury to head, bruises or broken bones	Medium	<ul style="list-style-type: none">• Ensure first aid kit in staff PE office is fully stocked• Ensure if staff are not first aid trained they know how to contact the nearest first aid trained member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.
Injury in contact with another player or when using equipment	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• Ensure first aid kit in staff PE office is stocked• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the

			<p>pocket recognition tool in the first aid kit.</p> <ul style="list-style-type: none"> • In event of injury – accident procedures should be followed. • Ensure students know how to use and move equipment safely.
Player Breaking the rules	Injury to another player or themselves	medium	<ul style="list-style-type: none"> • Ensure during class time a qualified member of PE staff is present. Ensure during matches a qualified umpire or trained PE teacher manages the game. • Ensure students know the rules of the sport.
Travel to matches	Accident and injury	low	<ul style="list-style-type: none"> • Ensure if in minibus driver is insured and allows adequate travel time. If using a hire bus use a reputable bus company.

APPENDIX 7

ACTIVITY: USING FITNESS SUITE

Date Completed: 1st September 2017

Date for review: 2nd September 2018

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Injury in contact with another pupil or when using equipment	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• Ensure first aid kit in the staff PE office is fully stocked• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.• Ensure students know how to use and move equipment safely. Carry out a gym induction.• Ensure equipment is checked regularly that they are in proper working order

APPENDIX 8**ACTIVITY: HRPE - WALKING****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Crossing the road	Being knocked down	low	<ul style="list-style-type: none">• Request student wait at road junctions to cross the road together.• Wherever possible use traffic lights• Staff to carry mobile phone in the event of an emergency to contact school
Contact with members of the public	Inappropriate contact with members of the public	medium	<ul style="list-style-type: none">• Ensure staff supervision during walk.

APPENDIX 9**ACTIVITY: TENNIS****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, Glass on courts	Cuts, injury, illness	Medium	<ul style="list-style-type: none">• Carry out court inspection before all sessions and matches and clean if anything is found
Collision with posts	Injury to head, bruises or broken bones	Medium	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.
Injury in contact with another player or equipment (racquet)	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the

			<p>head injury/concussion policy</p> <ul style="list-style-type: none"> • If head injury – ensure staff consult the pocket recognition tool in the first aid kit. • In event of injury – accident procedures should be followed.
Player Breaking the rules	Injury to another player or themselves	medium	<ul style="list-style-type: none"> • Ensure during class time a qualified member of PE staff is present. Ensure during matches a qualified umpire or trained PE teacher manages the game. • Ensure players know the rules.

APPENDIX 10**ACTIVITY: ROUNDERS/SOFTBALL****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, Glass or dog faeces on playing surface	Cuts, injury, illness, infection	Medium	<ul style="list-style-type: none">• Carry out surface inspection before all sessions and matches and clean if anything is found
Injury in contact with another player or equipment	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.
Player Breaking the rules	Injury to another player or themselves	medium	<ul style="list-style-type: none">• Ensure during class time a qualified member of PE staff is present. Ensure during matches a qualified umpire or trained PE teacher manages the game.• Ensure players know the rules.

APPENDIX 11**ACTIVITY: ATHLETICS****Date Completed: 1st September 2017****Date for review: 2nd September 2018**

Hazard	Risk	Likelihood (low, medium, high)	Action Required
Litter, Glass or dog faeces on track/field area	Cuts, injury, illness, infection	Medium	<ul style="list-style-type: none">• Carry out surface inspection before all sessions and matches and clean if anything is found
Injury in contact with another athlete or equipment	Injury to head, bruises, cuts or broken bones	High	<ul style="list-style-type: none">• During lessons ensure first aid kit in staff PE office is fully stocked and if at match carry first aid kit.• Ensure if staff are not first aid trained they know how to contact the nearest trained first aid member of staff.• Staff should know and understand the head injury/concussion policy• If head injury – ensure staff consult the pocket recognition tool in the first aid kit.• In event of injury – accident procedures should be followed.• ALL lessons should start with teachers reminding students of the health and safety risks when performing the current activity.
Athlete breaking the rules	Injury to another athlete or	medium	<ul style="list-style-type: none">• Ensure during class time a qualified

	themselves		<p>member of PE staff is present.</p> <ul style="list-style-type: none">• Ensure athletes know the rules especially during throwing and jumping events. No athlete should complete a throw, jump or run until instructed to do so by the teacher.
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APPENDIX 12

POLICY FOR THE USE OF EDENVILLA

Part 1 - Rationale

The Astroturf pitch at Edenvilla can be damaged by carelessness on the part of the people who use it. The long term effect of such damage is to shorten the life of the pitch. As the school that makes most use of Edenvilla the onus is on the teachers and pupils of Craigavon Senior High School to exercise the greatest care in the use of the pitch.

Consequently-

- **Only those qualified members of PE staff who have read and agreed to the terms of use for Edenvilla will be allowed to use the pitch.**

Part 2 – Procedures

The following procedures **must** be observed on every occasion that the school uses the Edenvilla pitch.

Movement From The Changing Rooms To The Pitch

- All pupils must exit the changing rooms and wait in an orderly manner outside the changing rooms until the door is locked.
- Pupils must leave the school building and walk to the Edenvilla pitch under the close supervision of the teacher.
- On the way to the Edenvilla pitch pupils must carry their trainers and remain on the path. They should not walk on the shale pitch.
- Pupils should turn right on entering Edenvilla and change into their trainers on the tarmac area surrounding the pitch.
- Trainers should then be cleaned on the brushes as pupils make their way to the centre of the pitch to enter the carpet area.
- School shoes should be placed in the dug outs to protect them from rain when pupils are entering the carpet area.

On The Pitch

- Pupils must be supervised at all times.
- Goalposts must always be moved in the appropriate manner by pupils who have been instructed in the process.
 - Hockey posts must be tilted back and wheeled – NOT DRAGGED
 - Football posts must be lifted and carried – NOT DRAGGED
- Weights must be handled with care – they must be lifted and set down gently. These weights may only be moved by members of staff.
- All used equipment must be put away neatly and safely after use.

The Principal will withdraw permission to use the pitch from any teacher or pupil who fails to observe these procedures.